

Illinois Resource Center

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ANNOTATED BIBLIOGRAPHY OF ESL RESOURCES

With Suggestions for Selecting Materials

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See notes in red for resources that are also available in Spanish.

See notes in green in the intermediate grade level resources for materials that could be used with older learners who have very limited schooling.

GENERAL SUGGESTIONS FOR SELECTING ESL RESOURCES

The purpose of this section is to provide some support for selecting and using ESL materials based on district needs and program models. **Read the suggestions below that match your program and grade level before using the annotated bibliography that follows.**

The main objective when purchasing ESL resources is to teach English as a new language through grade-appropriate, cognitively challenging content that is aligned with state standards. The resources need to be appropriate for the diverse levels of English language proficiency. Thematic instruction is highly desirable since students would have multiple exposures to common vocabulary and related content. The themes should be aligned with the Illinois Learning Standards, Common Core, and the English language proficiency standards. The **Model Performance Indicators (MPIs)** provide guidance in the **types of language tasks that are developmentally appropriate** for various English language proficiency levels. The **Can Do Descriptors** for the grade-level-clusters also help teachers develop appropriate tasks. See the following link for support resources from WIDA.

<http://www.wida.us>

ESL instruction for ELEMENTARY ESL students in TPI programs

Select resources to preview and support the content that will be taught in the general education class. See the Content Support Resources. ESL materials should: focus on grade-level content, explicitly and systematically incorporate literacy instruction, and infuse the skills for students learning a new language into the context of the content being taught. Multiple options for differentiated skill development should be included.

If using ESL software, seek the resources with as much content and literacy instruction as possible. Use ESL software sparingly, when it would be the most difficult to modify instruction to meet the needs of ELLs; for example, during a Read Aloud in intermediate grades when minimal visual support is present. It is desirable to use the differentiation strategies that enable ELLs to be engaged with other learners as much as possible. Do not have students using ESL software when they could be engaged with other learners in differentiated classroom activities.

If purchasing a **Comprehensive ESL Program, use the resources from the series that preview and support grade-level content the students will be studying in their general education class.** Rather than using the series in order (as typically recommended by the publishers) try to use the resources related to the content of the school curriculum. Generally in elementary schools, ESL instructors work with students at the same grade level. If pulling students from different classes at each grade level, or going into the classes, it is helpful if all students are studying the same theme. If the comprehensive program does not contain resources related to each theme, identify additional resources to support those themes. When a published series is not taught in order, additional differentiation may be needed. However, differentiation would always be needed when providing ESL support to students in the same grade. If additional ESL time is possible for newcomers, the teacher may pull students across grade levels and provide more sequential ESL instruction.

ESL instruction for ELEMENTARY ESL students in a TBE program

In a bilingual program, the ESL instruction should correspond to the content that the students have already learned in the home language. This means that if the decision is made to purchase a Comprehensive ESL Program, the resources would often be used out of order to match the themes being taught in the native language. If resources related to the instructional themes are not available, seek to identify and purchase those. **In addition to differentiated ESL instruction, bilingual teachers should also provide additional resources in English for more advanced students.** For example, students who are preparing to transition into all English classes may be doing tasks in English as well as the home language while others are just doing tasks in the native

language. It is important to purchase the resources needed to differentiate across languages in bilingual classes. See the Content Support Resources.

SHELTERED INSTRUCTION IN ELEMENTARY AND SECONDARY CLASSES

Sheltered instruction is teaching grade-level-academic content in a way that is comprehensible to students learning a new language. The secondary purpose is to teach the features of the new language through the content being taught. This, of course, should be the goal of all ESL teachers. However, general education teachers also need to shelter instruction as a component of differentiation in their classes with ELLs. Consequently, if they are to do this effectively, they need additional resources. **It is not very productive to ask general education teachers to differentiate instruction for ELLs and then fail to provide any resources to do that.**

Some elementary schools have a self-contained classroom of ELLs and teach through sheltered instruction. These are taught by ESL-trained instructors and would use differentiated ESL resources. In addition they would need hands-on/visual resources and simplified texts to teach the grade level content using the same themes taught in the other classes. **Dual language classes** always need to shelter instruction since some students are always learning in a new language.

Many junior high and high schools have sheltered classes for ELLs, where the grade-level content is taught using ESL methods. These may be taught to ELLs for whom bilingual instruction is not available as well as to ELLs transitioning out of bilingual classes. **In sheltered instruction, teachers should introduce the content through diverse modalities that do not require literacy skills.**

Consequently, it is critical in these classes that teachers have multiple visual and hands-on resources. **After the students have been introduced to the most essential understandings and key content concepts, they need developmentally appropriate literacy resources.** Identification of some of these resources is a major focus in this bibliography. However, the emphasis is on those resources that were designed for ELLs. Fortunately, many companies are now providing differentiated resources related to a common theme. Any of these resources, if they include quality visual support, can be helpful. The most beneficial resources are those that focus on “essential understandings” that are incorporated into each level of the differentiated readings and those that provide differentiated assignments and assessments.

The IRC strongly recommends using what is called “narrow readings” where students progress from a simple reading related to the topic, to a more complex reading. In science and social studies, students would not be tracked into groups within the classroom based on literacy levels. Rather, heterogeneous teams would use the multilevel resources. It can be very advantageous for all students to participate in a “preview” reading with below-grade-level text. This practice helps validate that reading, so students who reread it independently do not experience the negative consequences of being in the low reading group. The preview read can provide an overview to all learners, evoke interest, and promote discussions and predictions among all learners.

A major benefit of using “narrow readings” is that the readings at the lower literacy levels provide the background and the vocabulary needed to read a more complex text. Hence, students are able to read a resource that would have been inaccessible to them without the simpler reading. It is important to remember that limited vocabulary is the most critical variable for ELLs. It is not advisable to simply track them into a low group where they are only exposed to the content in simple ways, rather to afford them opportunities in heterogeneous groups to progress to more difficult texts, to be engaged in more thought-provoking discussions, and to interact with students who can model effective strategies. Practitioners are finding that one of the easiest ways to raise the reading levels of all students is through use of “narrow readings” in science and social studies where differentiated text related to the same topic are used. Even in math, this practice can readily increase the vocabulary and language for math. The Common Core standards emphasize use of multiple and diverse ways to access common content and to think

analytically about similar content presented in different ways. Hence, the practice of introducing concepts through visual media and the use of “narrow readings” or multiple readings related to the same topic, not only support ELLs but are aligned with Common Core standards.

In language arts, students need to read developmentally appropriate quality literature. It is not advisable to spend a lot of time trying to make a story/novel comprehensible when students are not even close to that level. In language arts, it is helpful to have all students read literature related to a common theme. All students would focus on the same “essential understanding” related to the theme. However, they would be reading different stories or novels. Students from diverse homogeneous teams would then discuss with each other how the literary piece each read reflects the common “understanding”. The goal would be to teach all students “Common Core” literary elements and language arts content. However, the literature and other content used to do so would be differentiated.

It is advisable to teach ESL classes rather than to try to “shelter” language arts general education instruction if the language arts resources are not readily accessible to the ELLs. Quality ESL programs do seek to “shelter” language arts curriculum through developmentally appropriate literature. However, in addition to the skills normally taught in language arts resources, the skill instruction includes focus on the unique needs of those learning a new language. There is also greater emphasis on teaching the academic vocabulary that is most needed to be successful across the disciplines. In many schools, the vocabulary focus has traditionally been on the words needed to read a common story, rather than on the vocabulary that is most needed for academic success. Quality ESL resources not only focus on the academic toolkit vocabulary but also support content instruction. It is often much easier to teach reading skills to ELLs through content since the content resources with lower readability levels are often more age-appropriate and engaging than narratives. **Use of simpler readings with progression to more complex readings related to the content being taught in general education classes is highly recommended.**

SECONDARY ESL CLASSES

In junior high and high schools, it is typically more effective to group students by English language proficiency levels, rather than by grade level. In smaller programs, this often means that students from different grade levels are in the same class. Such scheduling is often more difficult in junior high than in high school. However, if serving entering and beginning ELLs, it is difficult to address their needs in very diverse ESL classes. Perhaps the students with the lowest proficiency levels could be grouped across grade levels and the more advanced students at grade level. **If a secondary ESL teacher needs to serve a very diverse class, additional resources would be needed.** In such classes, ESL software may be helpful. Normally, it is not advisable to use ESL software during precious ESL instructional time rather as a resource during study hall or in schools without bilingual or sheltered classes.

It is typically more effective to teach ESL classes in junior high and high school rather than trying to shelter (see below) a language arts class, unless students are close to or above the Bridging level of English language proficiency. The comprehensive ESL programs recommended seek to not only teach ESL, but to systematically teach reading and language arts as well as to incorporate content across the disciplines. In addition, it is important to use content resources in ESL classes if bilingual education and/or sheltered content classes are not available. For example, 1 class of ESL instruction might use a Comprehensive ESL program, and an additional ESL class could use **content support resources** (See the final pages in this resource) to more effectively prepare students for general education content.

SECONDARY BILINGUAL CLASSES

In addition to purchasing multilevel resources in the home language, select some resources in English that the students with higher-levels of English language proficiency can use after they have studied the content in the home language. This is particularly important if sheltered content classes are not available. It is difficult to transition from a secondary bilingual class to a general education class. See the content support resources in the final pages of this bibliography.

RECOMMENDED RESOURCES

Note: There may be many quality resources not included on this list. The recommendations are based on the resources familiar to the IRC. Portions of many of the annotations were copied from publisher sites in an attempt to communicate information about the resources in ways that reflect intent of the companies. Additional notes are added as deemed helpful by the IRC.

ASSESSMENT

Rigby ELL Assessment Kit

Rigby ELL Assessment Kit is a four-in-one package specifically designed for language learner programs. It includes formative assessment in the four domains of listening, speaking, reading, and writing and in all four content areas: language arts, social studies, math, and science for K-5 ELLs. It is a 20-minute assessment that helps you evaluate students in all four domains and content areas. Margo Gottlieb, the principal author, is also the lead developer with the WIDA consortium. The Rigby ELL Assessment Kit can be used successfully by teachers who are not trained in ESL. Use of the kit, in addition to documentation of student progress, would provide students with opportunities that are similar to the assessment tasks that are included in the WIDA frameworks and assessed on the ACCESS language proficiency test.

<http://rigby.harcourtachieve.com/en-US/Resources/dm85385.htm>

The WIDA MODEL developed by Center for Applied Linguistics

The WIDA MODEL (Measure of Developing English Language) is a series of English language proficiency assessments for Kindergarten through Grade 12. MODEL can be used by educators as an identification/placement assessment for newly enrolled ELLs or as an interim progress monitoring assessment.

Unlike ACCESS for ELLs and the W-APT, MODEL is available for use in schools around the world. Learn more about the similarities and differences between [WIDA's assessments](#).

Features

MODEL test items are written from the model performance indicators of WIDA's five English Language Proficiency (ELP) standards.

Test forms are divided into five grade level clusters: Each form of the test assesses the four language domains of Listening, Speaking, Reading, and Writing.

MODEL is an adaptive test allowing flexible placement within sections of the test based on student performance.

Finish Line for ELLs: English Proficiency Practice

This resource is a K–12 program that provides practice for the ACCESS for ELLs®. *Finish Line for ELLs: English Proficiency Practice* has been officially correlated to WIDA PRIME. See the correlation on the WIDA website.

Lessons feature the item formats and skill areas found on the ACCESS test and address five content areas (conversational language, academic language arts, academic mathematics, academic science, and academic social studies) across the listening, reading, writing, and speaking domains.

Annotated teacher's editions are comprehensive to support all classroom and ESL teachers, and include model lessons, teacher directions for each page, instructional notes, and extension activities. An audio CD provides oral reading of the listening activities from the teacher's edition. *Finish Line for ELLs: English Proficiency Practice* is particularly helpful for those students not experienced in taking a test such as the ACCESS and assists teachers in addressing instruction and preparation for this exam.

Note: It is not common for the IRC to recommend "test prep" resources. However, the format of the ACCESS test is quite different from those students are accustomed to taking. In addition, teachers are typically assessing content and may not have much preparation or experience in assessing language. Hence, this resource can help teachers understand how to include a focus on language into their instruction and assessment across the disciplines.

<http://www.continentalpress.com/pages/products/270.html>

SOFTWARE and WEB-BASED RESOURCES

Imagine Learning English,

Description: Imagine Learning English was specifically created to provide the foundation and background needed to accelerate English language acquisition and reading proficiency. It supports 9 native languages, in addition to English, and is a tool that provides one-on-one instruction with immediate feedback and automatic differentiation for all students. This software program has a path for **PreK-2nd graders** that assesses then places the student according to his performance in strands that range from letter recognition, phonemic awareness, vocabulary, and stories. Corresponding written activities print out for a student to work on at home or at their desk.

Students in grades 3-8 will also be assessed but follow a different path within the software. An emphasis is placed on social and academic vocabulary acquisition in various age-appropriate activities. Phonics instruction is uniquely presented for the older students to gain a strong foundation in this strand. Leveled books are written as easy and advanced to grow background knowledge and increase reading skills. Written material in the form of Journals and graphic organizers accompany these books along with comprehension questions built-in to the software. Full reporting capabilities are available at the individual and class level.

<http://www.imaginelearning.com>

ESL ReadingSmart

ESLreadingsmart.com is a Web-based learning environment designed to accelerate the development of English as a Second Language (ESL). ESLreadingsmart.com provides instructional materials for newcomers as well as for intermediate and advanced English learners (**grades 4 through 12**, college and adult education). Each lesson offers activities and reading selections for students, as well as online lesson plans, worksheets, and printable handouts for teachers. Instructional materials are written at a variety of ESL levels, helping teachers solve the challenge of teaching English learners in multilevel classrooms. Most importantly, ESLreadingsmart.com allows teachers to individualize ESL instruction. <http://welcome.eslreadingsmart.com/> Free trial available.

Achieve3000, The Leader in Differentiated Learning

For ten years, this web-based program has been providing differentiated instruction for 2-5, junior high, and high school, through non-fiction, 12 Lexile levels for *Associated Press* articles. “Our online solutions — available for all grades, student groups and a variety of applications — reach and teach *every student at her or his level*, providing the means to reach and exceed targeted reading and writing levels.” Their research shows impressive gains in Reading Comprehension, Vocabulary, Writing Skills, and Achievement on High Stakes Tests. For each content topic, there are 12 levels of differentiated readings, along with differentiated prereading, vocabulary support, formative assessments, and writing tasks. **The grade level content focus remains the same, only the literacy tasks are differentiated.** See the multiple options available for different age groups and programs, including RTI, afterschool and summer. The program demonstrates impressive literacy gains with use two times a week for 35-40 minute sessions.

<http://www.achieve3000.com/literacy-solutions/grades-2-12>

For an informational video go to

<http://doc.achieve3000.com/video/>

Register for a free more in-depth presentation at the following link.

<http://cl.publicaster.com/LpClickThru.aspx?pubids=140%7c6572%7c5%7c5&digest=ApX5qZ2D8EXg7cscw%2f9qgw&sysid=1>

For a direct link to specific information on appropriateness for ELLs, placement assessment in both English and **Spanish**, rationale for using with ELLs and case study info from New York City, go to http://images.publicaster.com/ImageLibrary/account695/documents/Research%20and%20Reports/English%20Language%20Learners_Achieve3000.pdf

This program is available in Spanish and has native language support in English for Spanish readings. Hence, English speakers in Dual Language programs could have support for the Spanish content.

READ 180 Next Generation

“*READ 180* . . . is a comprehensive system of curriculum, instruction, assessment, and professional development proven to raise reading achievement for struggling readers in grades 4–12+. Designed for any student reading two or more years below grade-level, *READ 180* leverages adaptive technology to individualize instruction for students and provide powerful data for differentiation to teachers...Teachers begin and end each session with Whole-Group Instruction that engages the entire class. In between, students break into groups and rotate through three stations for Small-Group and independent learning. Following the *READ 180* Instructional Model is proven to result in significant gains in reading achievement for students after one or two years participation...”

“Special Features:

- [Anchor Videos](#) help students build background knowledge and develop mental models.
- [Software](#) provides opportunities for repeated oral reading practice, including making recordings for self-assessment.
- Oral language development and academic language strategies are integrated into the teaching materials and engage students with accountable response tasks.
- The [rBook](#) and the [Topic Software](#) scaffold academic writing and revision.
- Multi-cultural content makes the program relevant to students from diverse backgrounds.
- [Audiobooks](#), [eReads](#), and Topic Software allow students to read along with examples of modeled fluent reading

LBook: Language. Literacy. Learning.

Added Support Available for ELLs!

Senior Advisor, and coauthor of the *rBook*, [Dr. Kate Kinsella](#), created the *LBook* Teaching Guide and Student Worktext to extend *rBook* instruction and support English language learners at

multiple language proficiency levels by providing explicit, sequential, linguistically logical, and systematic instruction and practice.” See the following link for the ELL features with a sample video of Kate Kinsella modeling instructional practices.

<http://read180.scholastic.com/about/english-language-learners> See the additional support tab for the Most Challenged ELLs and Long Term ELLs of the direct link

<http://read180.scholastic.com/about/english-language-learners>

The *READ 180* Software provides second-language support in five languages. Spanish, Cantonese, Hmong, Haitian Creole, and Vietnamese

<http://read180.scholastic.com/reading-intervention-program/about>

HANDS-ON RESOURCES

ELLs benefit from Hands-on resources. Two companies with quality resources are:

Learning Resources at <http://www.learningresources.com/category/teachers.do> (Some Spanish)

Lakeshore at <http://www.lakeshorelearning.com/home/home.jsp>

GRAMMAR

Grammar Gallery Designed for all English proficiency levels and grade levels.

This electronic toolbox is designed to support teachers implementing explicit grammar instruction. It is a supplemental program that can be used to build vocabulary, teach grammar, and develop academic language proficiency- all at the same time. It is adaptable to both low and high technology educational contexts and is very cost-effective.

The Main Gallery includes 300 downloadable resources, each including concept pictures, sentence frames, a student worksheet, and background information for the teacher.

The Student Gallery includes grammar reference sheets with activities for students to practice the target concept, writing rules, interactive virtual adventures, and entertaining grammar videos.

Grammar Gallery incorporates more than 10,000 full-color photographs and illustrations, including Picture Prompts that can be used for additional practice and assessment.

While the IRC believes grammar is most effectively taught through differentiated language objectives that match the content objectives in any lesson, there is a need for resources that specifically address the unique grammar needs of students learning English as a new language. The resource can help provide more systematic grammar instruction as well as specific grammar guidance and practice based on individual student needs as identified in writing workshop and other learning tasks. When provided at the point of need and readiness, such individualized support can be very beneficial. The resource can also help teachers become more aware of the structures of English that are difficult for ELLs. Hence, it supports informed development of language objectives.

<http://www.grammargallery.org>

SENTENCE FRAMES to support Language Objectives

Frames for Fluency (K-5)

A supplemental oral language development tool with over 550 sentence frames. Each target frame is provided on a ready-made sentence strip with a code for easy referencing. Students practice using the grammatical forms, such as verb tenses, adjectives, and conjunctions, to do things such as asking, describing, explaining, sequencing, comparing, and so on. The product is designed for Carousel, an ESL program. However, it can readily be used to supplement language development for ELLs in any program, particularly with small group instruction. <http://www.ballard-tighe.com/products/eld/framesforfluency/index.asp>

THERE ARE SOME FREE ONLINE RESOURCES FOR SENTENCE AND PARAGRAPH FRAMES

<http://esl-methods.wikispaces.com/Content+%26+Language+Objectives> (Don't request membership in the Wiki site. Just use the resources.)

Note: There are many grammar resources available, particularly for secondary students. Seek grammar that is taught in a meaningful context and differentiated for the range of ELLs. New comprehensive ESL programs incorporate grammar. During the ESL instructional shift from the Audio-lingual method to the Natural Approach and more content-based ESL, explicit grammar instruction was often lacking. However, quality current programs are incorporating more explicit instruction and guided practice in the structures of the English language.

DICTIONARIES

ELEMENTARY DICTIONARIES

Longman Elementary Dictionary and Thesaurus combines the strengths of both traditional and picture dictionaries with the flexibility of a child-friendly thesaurus to empower young language learners to expand their English vocabularies. Dr. Kate Kinsella, Ed.D contends that *"The Longman Elementary Dictionary and Thesaurus is hands-down the most dynamic and user-friendly dictionary for today's mixed-ability, linguistically-diverse classrooms. Elementary vocabulary learners and their teachers will finally have a practical and reliable tool to explore new word meanings, one that has been meticulously developed with the needs, abilities, and experiences of a younger learner in mind."* <http://www.longmanhomeusa.com/products.php?mid=194&pid=F-0EH-10>

For a Downloadable sampler go to the following link.

http://www.longmanhomeusa.com/content/LEDT_Sampler_copy.pdf

Picture-Perfect Dictionaries (Pre K -6)

Description: The first book is for preK-K. Books 1-2 include pictures and sample sentences for every entry and define the words in context. Language is simple and sentence samples are illustrated as needed. Multiple meaning words are presented visually. Expanded entries support the curriculum. The second book includes parts of speech and more content vocabulary for grades 3-6. A Teacher's Guide and Activity Card Pack are available with ideas for games, role-plays, and hands-on activities that are appropriate for centers or independent work. Direct link to view pages http://www.nxtbook.com/nxtbooks/ngsp/prek-12_0910/#/296

Oxford Picture Dictionary for the Content Areas: Language Development for Content Learning Second Edition

Description: This new edition, part of the Oxford Picture Dictionary for the Content Areas Program, contains over 1,600 words presented with clear, vibrant illustrations to meet the needs of today's language learners. Unit Expansion pages are designed to develop academic reading, writing, speaking, and listening skills using content-area vocabulary. Exercises in every topic combine content-area vocabulary with the academic language learners need to be successful. Teacher Web site provides extra resources and reference material. This program provides multiple support resources which have been updated and improved over the first edition.

They include: Student workbook, Reproducible Collections for each core content area, supplementary readers, and an iPack which can be used with computers, LCD projectors and smart boards. The iPack includes large images of the dictionary pages, readings, chants, games, and assessments. Quality Instructional supports are available for the teacher: the Teacher's edition, an Audio program and an Academic Language Accelerator which is a teacher-friendly flip book of cooperative structures, vocabulary activities, reading strategies, and other helpful supports that teachers can use as they do the activities.

<http://www.us.oup.com/us/catalog/general/subject/EnglishLanguageLearningESL/?view=usa&ci=9780194525008>

Coming soon: Oxford Picture Dictionary Content Areas for Kids Second Edition The reproducible collection includes Everyday language, Social Studies, Health, Science and Math. Audio programs and Assessment CD-Rom are available.

DICTIONARIES FOR OLDER LEARNERS

Longman Study Dictionary accelerates vocabulary development by highlighting academic vocabulary and including content-area vocabulary sections across subject areas. In the side bar see dictionaries for more advanced ELLs and a bilingual dictionary.

<http://longmanusahome.com/dictionaries/beginning.php#study>

The following link is to the dictionary section of the catalog where you can see sample pages of the Longman Dictionaries.

http://www.longmanhomeusa.com/content/2010catalog_dictionaries.pdf

Collins COBUILD Illustrated Basic Dictionary of American English

According to the site below, this is the "only dictionary that offers "Word World" boxes that visually present topic-specific vocabulary and improve comprehension; the only dictionary with embedded "Picture Dictionary" boxes that provide beginning language learners an enhanced understanding of key terms; the only dictionary with "Spelling Partners" and "Sound Partners" that give the visual and aural support necessary for new English learners; the only dictionary that features full-sentence, level-appropriate definitions for ALL words and phrases, including full definitions of Dr. Robert Marzano's list of basic vocabulary terms. "Word Builders" teach word parts - prefixes, suffixes, and word roots. "Usage" notes help students use a word in the appropriate context. "Word Partners" show words that are frequently used together. This book is recommended by Robert Marzano. Select the "Guided Tour" for this dictionary and others in the Collins COBUILD series.

[http://elt.heinle.com/cgi-](http://elt.heinle.com/cgi-tel/course_products_wp.pl?fid=M2b&product_isbn_issn=1424000815&discipline_number=301)

[tel/course_products_wp.pl?fid=M2b&product_isbn_issn=1424000815&discipline_number=301](http://elt.heinle.com/cgi-tel/course_products_wp.pl?fid=M2b&product_isbn_issn=1424000815&discipline_number=301)

COMPREHENSIVE ESL PROGRAMS

ELEMENTARY

National Geographic Reach (Note: National Geographic purchased Hampton-Brown, the developer of Avenues. The IRC recommends this program over Avenues, a program developed earlier by Hampton Brown.)

This new comprehensive ESL program (**2010**) has been designed specifically to support K – 5 content-based ESL classes. The content-rich materials, student activities, and flexible lesson plans promote academic language learning that is connected to the other subjects in a student's day.

Reach emphasizes major topics of science and social studies through thematic units that incorporate academic and content vocabulary and subject-specific tasks. The program also includes suggestions for relating themes to students' own experiences, cultures, and personal lives. Within a unit, each lesson builds on prior lessons and begins with a Big Question to reinforce and extend the information students are learning and the language skills they are acquiring.

National Geographic Reach uses standards-based instruction as the medium for teaching English. The program is aligned with national and state curriculum standards for ESL/ELS, English language arts, science and social studies. It addresses students' language development needs by providing:

- Daily oral language practice tied to content concepts and target language functions
- Attention to academic and content vocabulary through multimodal activities
- Comprehensive grammar instruction
- Authentic content reading selections drawn from diverse genres with built-in support
- Writing tasks for fluency, interactive writing, and independent writing with tools and resources

National Geographic Reach prepares ELLs for English classes by giving them practice with key academic language, tasks, and topics. **Reach** lessons give students opportunities to read varied fiction and nonfiction texts, to understand narrative structures like cause-effect and problem-solution, and to use text features to identify important information in science and social studies articles. Key vocabulary is taught to younger children through songs, games, role-play, and colorful visuals. Older children learn key vocabulary through graphics, word webbing, and other research-based word-learning strategies. Writing projects such as writing a science article or a persuasive essay mirror the assignments found in content classes.

Go to <http://ngsp.com/tabid/1403/Default.aspx> to download the brochure for this program.

<http://ngsp.com>

On Our Way to English

Description: *On Our Way to English*, by David Freeman, Yvonne Freeman, Mary Lou McCloskey, Margo Gottlieb, et. al. Rigby, 2009, a new improved edition of a popular program.

This comprehensive state-of-the-art program developed for English Language Learners focuses on language, literacy and content. It provides children simultaneous access to English oral language development, balanced literacy instruction and standards based content area information.

Thematic Units, Guided Reading, and Phonics/Word Study are the three major strands in the program. The Assessment Package is both systemic and comprehensive, offering teachers a wealth of information that can be used in reporting progress and in instructional planning. The Rigby ELL Assessment Kit is now part of the program with formative assessment that helps prepare students for the ACCESS format. A matrix on the back of each leveled reader indicates both language proficiency & readability levels. Teacher's Guides, Guided Reading books, Writing Resource Guides, Manipulative Charts, Chant Posters, Newcomer Book, Masters, Picture Cards, Audio CD's are all available for this program. This series provides extensive scaffolding for writing.

(Note: The Guided Reading resources in this series can provide excellent support for mainstream teachers seeking developmentally appropriate resources for guided reading groups with ELLs)

http://rigby.harcourtachieve.com/en-US/owe_home

Spotlight on English (K-5)

Santillana

"ESL/ELD students must learn language for literacy and for success in the content areas. *Spotlight on English*, a new Elementary English Language Development program, (2009) focuses on developing language for literacy and content. It is the first ESL/ ELD program that truly teaches Academic English through content-driven lessons, while addressing the proficiency needs of every student. *Spotlight on English* offers both teachers and students the most effective tools to succeed!" *Spotlight on English's* objective is to help ELLs access grade level content in order to do well on standardized tests. Reading selections and activities are grade-level-appropriate and spiral from unit 1 through unit 8, starting just below grade level in unit 1 and just under mainstream reading level by unit 8. The program seeks to align with WIDA standards and to systematically

differentiate instruction. All Student Book activities are differentiated for three proficiency levels and offer an additional way for students with difficulties, disabilities, or need for enrichment to access the same material. Spotlight has an interactive online component that can be used at school and at home. The program includes multiple components. See each grade level for specifics.

To learn more about Spotlight on English, through an online video with sample pages visit:

<http://www.spotlightonenglish.com>

Longman Cornerstone

Pearson Longman

Longman Cornerstone is a mult-level program designed for elementary English learners and struggling readers whose academic achievement is two or more years below grade level. Through explicit, intensive, and focused instruction, it is designed to accelerate students' language acquisition, reading comprehension, vocabulary and oral and written communication skills. Longman Cornerstone blends rigorous, research-based reading and language skills instruction together with a balance of content-area readings and age-appropriate, high-interest stories. In addition, this series incorporates the focused and purposeful instructional principles of Understanding by Design, which allow students to demonstrate their understanding and mastery of skills through multiple formal and informal assessment opportunities. K, 1st and 2nd are grade level books. The other books are based on language proficiency A, B, and C.

The program has multiple components, among them: Transparencies with daily language practice exercises based on work done the previous day(s). In addition, all student models from the Student Edition are reproduced so the teacher can use them to highlight language and content with the class plus more. A Teaching Resource Book has multiple resources, including reading summaries in several languages. The program also includes a Program Audio CD, Video DVD Video segments that provide 5-7 minutes of background-building information on the theme of the unit, a Teacher CD-ROM with teacher resources, plus ExamView™ test generator, a Student CD-ROM w/ eBook electronic student edition that includes complete video and audio recordings, hyperlinks to web resources, and a "Read and Record" feature that allows students to practice their reading and speaking fluency. There are additional resources for leveled reading as well as phonics instruction. The Longman Cornerstone companion website provides additional tools for assessment and teaching. See the website below for a broader explanation of the program and its many components.

<http://www.longmancornerstone.com>

The following link takes you directly to student books and sample units:

http://www.longmanschool.com/main/book_cover_cornerstone.php

MIDDLE SCHOOL OR JUNIOR HIGH

Inside: Language Literacy and Content (2008)

Note: This program incorporates some resources from Hampton-Browns program *High Point*. However, it is much more than a new edition. It includes more content across the disciplines, more comprehensive writing support, impressive assessment options, and enhanced multimedia/technological resources for teachers and students.

To Download a Brochure on this high-quality program, go to

http://ngsp.com/Portals/0/downloads/SEB21_0400A.pdf

Description: This program is designed to meet the language and literacy needs of English Language Learners and struggling readers in grades 6-8. The series incorporates contents into thematic units that include Language Development, Language and Literacy, Language and Content, and Writing.

In the interdisciplinary thematic units, about half of the content in the program focuses on the areas of science, math, and social sciences tied to age-appropriate standards. Hence, the program supports all content areas.

Inside the USA and **Inside Phonics** Newly-arrived and preliterate students learn language, survival vocabulary, and the basic building blocks for literacy.

http://www.nxtbook.com/nxtbooks/ngsp/prek-12_0910/#/26

Levels A and B provide the fundamentals, including phonemic awareness, phonics, decoding and spelling (Inside Phonics) in ways that are appropriate for older learners, as well as the foundational work in vocabulary, language and writing. The program includes a Student Book, Practice Book, Theme Books, Folk Tales Collection with audio CD support. Additional Resources:

The teacher's edition includes language CDs and a Selection and Fluency CD plus professional development. Language Transparencies support academic language and grammar. The program includes multiple assessment options (Assessment Handbook, Unit Tests, Summative Assessment and e-Assessment.) Additional online resources support both the students and the teacher.

Levels C, D and E The more advanced books are for students with intermediate to advanced language levels. The program is designed to develop academic vocabulary and language, reading strategies, and development of comprehension skills, literacy analysis and writing. For these levels, two student books are used, a Reading and Language Book and a Writing Book that offers in-depth writing instruction including model study, writing traits, writing strategies and applications connected to the units in the Reading and Language Book. There is a Practice Book for extensive practice for reading and language instruction as well as Writer's Workout to use with the Writing Book. The program includes a leveled library, 3 books per unit connected to the Guiding Question, in a variety of genres. The in-book supports are outstanding and enable students to read books that would be too challenging without the support. There is also a Content Library that extends reading the content area, 1 book per unit.

Exciting features of these levels include a National Geographic Digital Library. Videos and visuals launch reading by providing visuals/videos that provide background information and generate interest. They are available online and on a DVD. An **Online Coach** is also available with interactive software with voice recognition. As students read, they get immediate feedback to support vocabulary, comprehension and oral reading fluency.

The additional resources are identical to Levels A and B.

View in the catalog. http://www.nxtbook.com/nxtbooks/ngsp/prek-12_0910/#/26

See information on the Online Coach, Leveled Libraries for each Book, as well as the technology and assessment resources. Go to the next site and flip through the following pages.

http://www.nxtbook.com/nxtbooks/ngsp/prek-12_0910/#/38

In Zone Books written for 6-8 provide reading from 1st to 3rd grade reading level in Zone 1, Zone 2 is 4-5th grade reading level and Zone 3 7th to 8th. See examples in the catalogue. The supports provided in these books are excellent for ELLs. **These resources would provide quality literacy resources to any ESL program.**

Appropriate for HS ELLs

http://www.nxtbook.com/nxtbooks/ngsp/prek-12_0910/#/198

See the Good Writer's Kit in High School Resources

HIGH SCHOOL

Edge: Reading, Writing and Language

Description: Hampton-Brown Edge is designed to meet the literacy needs of English Language Learners and struggling readers in grades 9-12. Edge provides engaging, high-interest literature selections (fiction and non-fiction) based on students' reading levels. Units in Edge are organized around Essential Questions that resonate with today's teens. On Line Coach, a subscription based software program, provides a risk-free environment for students to read the selections in any of three ways: 1. Read silently with vocabulary support and enhanced comprehension. (Students may click on underlined words to hear them pronounced and readily access more common synonyms or phrases to replace any unknown words. They also answer online questions.) 2. Listen to professionals model fluent reading with text highlighting to facilitate tracking and vocabulary support. 3. Record oral reading for fluency practice with immediate feedback. The Unit Projects draw on out-of-school literacies and connect to the real-world. Self-assessments and progress reports get students committed to their own learning. The program includes an Interactive Teacher's edition, online access to staff-development videos and multiple instruction and assessment resources.

To view in their catalog the program, plus resources for preliterate older learners, the online coach, assessment features and leveled libraries, go to the following link and flip through the entire section. http://www.nxtbook.com/nxtbooks/ngsp/prek-12_0910/#/52 The site opens slowly. <http://ngsp.com>

The Good Writer's Kit (6-12) Inspire the Writer in Every Student

ELLs need very explicit guidance on writing. This kit seeks to broaden students' identities as writers, deliver explicit interactive instruction, and coach students to exceed on high-stakes writing tests. It includes attractive models on transparencies, examples of various writing forms, and sample writings for different scores on high-states assessments. **This program could be used to support any other ESL program with the exception of *Inside* (See Junior High Comprehensive Programs) where it is incorporated into the program.**

http://www.nxtbook.com/nxtbooks/ngsp/prek-12_0910/#/286 The site opens slowly.

CONTENT SUPPORT RESOURCES

K-8 CONTENT ACROSS THE DISCIPLINES

Seek literacy programs designed to meet Common Core Standards that incorporate differentiated readings related to content themes.

See LEAD21 by Wright Group. <http://www.wrightgroup.com/wglead21/> This is a new literacy program designed for today's heterogeneous classes. See the ELL-friendly features.

See the web-based differentiated resources in *Achieve3000*

"Our online solutions — available for all grades, student groups and a variety of applications — reach and teach *every student at her or his level*, providing the means to reach and exceed targeted reading and writing levels." For each content topic, there are differentiated readings. ***See description of the differentiated web-based programs in the Software and Web-based Resources section or go to*** <http://www.achieve3000.com/literacy-solutions/grades-2-12>

Millmark Education <http://www.millmarkeducation.com> has many ***Reader's Theater resources*** that support content curriculum for PreK to 8: For example, ***My First Reader's Theater PreK-1.***

<http://www.benchmarkeducation.com/readers-theater/my-first-readers-theater.html#completeset> See other multilevel Reader's Theater sets.

<http://www.benchmarkeducation.com/collections-and-sets.html> For example: **Reader's Theater Content Area Concepts 1-6**. The Reader's theater sets were not designed specifically for ELLs but offer differentiated reading levels for the characters in each script. Those that reflect content can help promote background knowledge in an enjoyable way, and all support fluency development.

Early Explorers K-2

Support five steps for literacy and language development with leveled fiction and nonfiction with built-in language, vocabulary, and comprehension scaffolds! Select texts that support your themes. Literacy levels A-M. Pre-assess to determine students' needs and reading levels. Select appropriate texts. Model and guide practice. Monitor progress, Measure students' growth using post assessments.

<http://www.benchmarkeducation.com/english-learners/early-explorers.html>

English Explorers 3-8 The resources provide access to Science and Social Studies and Math content while improving nonfiction comprehension. The series provides theme sets with scaffolding and support for vocabulary and comprehension at 4 language levels. Outstanding illustrations engage students and make real-world connections. Audio CDs and Talking E-Books increase fluency and reinforce learning. The content specific resources were designed for ELLs and introduce the same language and content at 4 different reading levels.

<http://www.benchmarkeducation.com/english-learners/english-explorers.html>

Math Explorers 3-8.

<http://www.benchmarkeducation.com/english-language-learners/general/math-explorers.html#TopicSets>

Science Explorers 3-8

<http://www.benchmarkeducation.com/english-learners/english-explorers-science.html>

Social Studies Explorers 3-8

<http://www.benchmarkeducation.com/english-learners/english-explorers-social-studies.html>

Even beginning ELLs can use these resources. **The Explorer sets can be used with beginners in HS, particularly for students with limited prior schooling.**

Vocabulary Content and Language

Build academic vocabulary and content-area concepts in Science, Social Studies, and Math. Theme sets, aligned to standards, help literacy and content-area teachers bridge students' vocabulary, content, and language gaps. **Note: these resources preview the concepts and vocabulary for the English Explorers multileveled theme sets. See science, social studies, and math links.**

- Introduce content concepts, vocabulary, and reading strategies with visually rich posters, cards, and whiteboard resources.
- Activate students' prior knowledge.
- Improve standardized test scores.

<http://www.benchmarkeducation.com/vocabulary/vocabulary-content--language.html>

Content-Based Chapter Books (3-8) (Not ESL specific, but it is helpful when students read literature related to the content they are learning.)

"Encourage wide reading and content to core social studies science and content with the unforgettable characters and compelling plots in these chapter books. Visual pages at the start of

each book introduce the settings and characters. http://www.nxtbook.com/nxtbooks/ngsp/prek-12_0910/#/174

Each chapter book pairs with a Reading Expeditions nonfiction book.

Reading Expeditions These content-area readers offer students a rich array of engaging and thought-provoking science and social studies content while developing nonfiction literacy skills and strategies. See the related chapter books above.

<http://www.ngsp.com/Product/ReadingLanguageArts/nbspnbspnReadingExpeditions/tabid/112/Default.aspx> **Appropriate for High School ELLs**

Language, Literacy & Vocabulary K-8

National Geographic's Language, Literacy & Vocabulary program is designed for today's classroom — diverse, challenging, and complex. The multilevel reading resources were developed for students from diverse language backgrounds, as well as at-risk and struggling readers. Backed by rigorous research and developed with consulting author Linda Hoyt. The program has two components:

Windows on Literacy - Language, Literacy & Vocabulary Grades K-3, but can be used in intermediate grades

This content and literacy development program is for diverse language learners who enter school in need of background building or academic language development. Carefully leveled readers and a sheltered instructional approach provide extra support for young learners at four developmental reading stages.

To view in their catalog, go to http://www.nxtbook.com/nxtbooks/ngsp/prek-12_0910/#/104 Copy and paste link.

Reading Expeditions: Language, Literacy & Vocabulary 3-8 uses a sheltered-instruction approach and combines essential **science and social studies** content with nonfiction reading skills and strategies. http://www.nxtbook.com/nxtbooks/ngsp/prek-12_0910/#/104 Copy and paste link

http://www.nxtbook.com/nxtbooks/ngsp/prek-12_0910/#/104 Copy and paste link

These resources are also Available in Spanish

Theme Sets™

Differentiated Instruction at Its Best

The Theme Set™ program provides differentiated resources for teachers to meet the diverse needs of their students. Each Theme Set provides four books crafted to match the wide range of reading levels within each classroom. All books provide the **same core concepts** but within different contexts and at different reading levels. Each book has the same page for the same content focus, so teachers can conduct a lesson with the whole class. Students in heterogeneous groups can each read a different topic (for example, each book is about a different English colony, but each reflects the same ideas.) Team members can share with each other what they learn from the different examples. http://www.nxtbook.com/nxtbooks/ngsp/prek-12_0910/#/244 Copy and paste the link. See the following pages in the site catalog to view the 12 science themes and 12 social studies themes. **Appropriate for High School ELLs**

Explorer Books Pioneer and Pathfinder (Grades 3-8)

The best articles from *National Geographic Magazine* are now compiled in single topic books with identical content at two different reading levels. Science and Social Studies Titles

http://www.nxtbook.com/nxtbooks/ngsp/prek-12_0910/#/244 Copy and paste the link.

ConceptLinks™ Reading Comprehension Strategies and Language Development

ConceptLinks™ is a series of modules that incorporate the best practices of differentiated instruction to build an array of language, literacy and process skills around a core science or social studies theme. Every module provides spiraled, grade-level science or social studies content and vocabulary through Student Books that are differentiated to help students in **grades 3 through 8** start at the most appropriate level and make steady progress toward grade-level competencies. Each theme set includes 4 multileveled-student books (six per level), a visual tool called the Concept Connector (large, full-color images, with differentiated questions for pre and post reading assessments) a Teacher's Guide with built-in differentiated instruction, language literacy and content objectives, Reproducible Learning Masters at point of use, management tips for flexible grouping, differentiated activities for writer's workshop, formal and informal assessment tools that include differentiated assessment along with written and oral language assessment rubrics. Technology Resources include an image bank, Resource CD-Rom, Classroom Management and Assessment CD-ROM, and an Audio CD for student support. The themes are kept in convenient, durable Tote Bags that are easy to display, store, and carry. Use the *Newcomer Vocabulary Boosters* to help English language newcomers build essential academic vocabulary and language skills needed to participate in the program materials. There are 16 Science modules and 4 Social Studies modules. Social studies modules: Geography, Our Civic Life, Globalization and Managing Your Money) <http://www.millmarkeducation.com/products-conceptlinks.cfm> **Appropriate for High School ELLs**

Concept Boosters™ Grades 4-8+ ("Teach Challenging Science Concepts in Just 10-15 Minutes with Content Boosters™") Introduce, reinforce, or review key standards-based science concepts with powerful science minilessons. Each *Concept Boosters™* minilesson is built around a digital image, included on a CD-ROM in projectable, printable electronic format. Complete, concise teacher's notes provide step-by-step guidelines for teaching and extending the minilessons. Each set is aligned with ConceptLinks Science. **Components** **CD-ROM** with projectable and printable E-Posters for teaching 30 minilessons, digital Teacher's Guide pages, digital Learning Masters, and complete answer key, **Teacher's Guide** with comprehensive Teacher's Notes, plus student Learning Master pages in copymaster format. Great white-board resources.

<http://www.millmarkeducation.com/products-concept-boosters.cfm>

Vocabulary Boosters Grades 4-8+

Use *Vocabulary Boosters* to help students master **academic vocabulary and language skills** while preparing them to learn and talk about standards-based science concepts. Ideal for introducing, reviewing, and building concept knowledge, academic vocabulary, and **language patterns (Note: There are sample sentence prompts on the back of each picture card.)**

<http://www.millmarkeducation.com/products-vocabulary-boosters.cfm>

Appropriate for High School ELLs

MATH (Grades 3-5)

The Academic Language Notebooks (ALN)

Description: This resource was developed by Course Crafters especially for English language learners (ELLs) in grades **3, 4, and 5**. The Language of Math helps young ELLs at the intermediate and advanced levels of English language proficiency learn and practice the essential mathematics language and concepts these students need to succeed academically at grade level. These materials provide ESL supplement for math instructions.

<http://www.perfectionlearning.com/the-language-of-math>

SECONDARY CONTENT BY DISCIPLINES

The following materials provide support for mainstream teachers or ESL content instruction. See *ConceptLinks* above, a 4-8 resource and **others indicated in green** as appropriate for older learners.

INTERDISCIPLINARY

Access Newcomers

This kit is designed for students with few or no English skills. It focuses on 2, 160 high-frequency words and introduces key vocabulary and concepts from content areas. The resource builds oral language through context sentences and patterns and provides a rich assortment of lessons and activities.

http://www.greatsource.com/store/ProductCatalogController?cmd=Browse&subcmd=LoadDetail&level1Code=16&level2Code=016&level3Code=215&frontOrBack=F&sortProductsBy=SEQ_TITLE&divison=G01

Achieve 3000 See description of the differentiated web-based programs in the [Software and Web-based Resources](#) section or go to <http://www.achieve3000.com/literacy-solutions/grades-2-12>

LANGUAGE ARTS

Rather than try to shelter a language arts class, I would recommend using a Comprehensive ESL program that is designed to teach Language Arts to all levels until they can use grade level resources. The students learn the grade level Language Arts content, but receive the unique linguistic support needed by non-native English speakers. The programs also place more emphasis on content readings which is more reflective of Common Core Standards. The more advanced levels of these programs also support struggling readers who are native English speakers. General Education language arts teachers with ELLs in their classes can use the same ESL Comprehensive program resources, particularly the readers to as resources for differentiated instruction in their classes. See the resources above [Middle School and Junior High](#) or [High School](#) See also **Achieve3000** for differentiated content readings for all learners to help incorporate more content literacy into language arts classes. See description of the differentiated web-based programs in the [Software and Web-based Resources](#) section or go to <http://www.achieve3000.com/literacy-solutions/grades-2-12>

MATH

ACCESS Math. Great Source. ACCESS is a series of standards-based content area programs to help middle level English Language Learners build their language skills while studying core content from English, American history, science, and mathematics. See full description under ACCESS American History above.

http://www.greatsource.com/store/ProductCatalogController?cmd=Browse&subcmd=LoadDetail&level1Code=16&level2Code=016&level3Code=215d&frontOrBack=F&sortProductsBy=SEQ_TITLE&divison=G01

Contact Cristina Sanchez-Lopez clopez@cntrmail.org for additional support

See resources for math teachers in <http://esl-methods.wikispaces.com/math> (Don't request membership.)

SCIENCE

ACCESS to Science Great Source: **ACCESS Science** offers students clear, standards-based, sheltered instruction in science—while building English proficiency. **Lessons** cover the big ideas in life, earth, and physical science. The program is designed to support and scaffold different levels of language proficiency. See related Student Journal and Assessment book. <http://www.greatsource.com>
http://www.greatsource.com/store/ProductCatalogController?cmd=Browse&subcmd=LoadDetail&level1Code=16&level2Code=016&level3Code=215c&frontOrBack=F&sortProductsBy=SEQ_TITLE&direction=G01

Gateway to Science

Description: Gateway to Science is a unique program designed to introduce students to content-area knowledge and skills needed to meet the requirements of science programs and state assessments. Using picture dictionary and textbook formats, students acquire key vocabulary, concepts, and learning strategies that help boost their success in science. Components include text, workbook **with labs**, audio CDs, teacher edition, assessment book, and teacher CD with ExamView and classroom presentation tool.

http://elt.heinle.com/cgi-tel/course_products_wp.pl?fid=M2b&product_isbn_issn=1424003318&discipline_number=301

eScience3000™ Differentiated Core Curriculum Grades 6-8

eScience3000™ is the core science solution that uniquely combines the expertise of Achieve3000®, the leader in differentiated instruction (see Software and Web-Based resources section) and National Geographic Learning, the industry-leading provider of science content. *eScience* is an engaging, experiential, differentiated program... Each student receives assignments and vocabulary automatically tailored to his or her reading level while maintaining key concepts and vocabulary.

Spanish language support is available.

This is not an ESL-specific program. However, the differentiated readings, vocabulary support and visual resources are appropriate for ELLs reading well below grade level. When students have the opportunity to read a simpler reading, they can often progress to a more complex reading related to the same content.

<http://www.achieve3000.com/science-solutions/escience3000> For more info go to
<http://www.achieve3000.com/escience/>

Achieve3000®'s World of Biology

This web-based curricula offers “differentiated science curriculum for middle and high school — one that helps students achieve the literacy skills they need to succeed in biology and perform better on exams and high-stakes tests. **Designed as a supplement to complement your existing biology text**, *World of Biology* provides a standards-based biology curriculum with embedded recommendations to support STEM literacy initiatives. Differentiated biology lessons at four different reading levels — with placement tests that assess each student's current reading level and understanding of key biology concepts” are some of the program features.

<http://www.achieve3000.com/science-solutions/biology>

SOCIAL SCIENCES

ACCESS American History 2003 Great Source (Houghton-Mifflin). ACCESS is a series of standards-based content area programs to help middle level English Language Learners build their language skills while studying core content from English, American history, science, and mathematics. Blending best practices in ESL instruction with content area instruction, each ACCESS program supports and scaffolds different levels of language fluency as it teaches core content; focuses on the key concepts and big ideas in a specific content area; and blends oral language and hands-on activities for group and partner practice. Students build academic vocabulary in each subject area and gain proficiency in grammar and communication.

Flexible enough to be used in a variety of teaching situations, including pull-out programs, self-contained classes, and content area classes, ACCESS content area texts and NewcomerKit offer an innovative approach to help English Language Learners succeed.

http://www.greatsource.com/store/ProductCatalogController?cmd=Browse&subcmd=LoadDetail&level1Code=16&level2Code=016&level3Code=215b&frontOrBack=F&sortProductsBy=SEQ_TITLE&division=G01

Access World History Great Source

Grade Level: 5-12 **Access World History** (fall 2008) presents standard-based history content in a simple, graphics-based format and helps students work on language skills as they build content literacy. Designed to focus on intermediate and advanced ELL students and struggling readers, this program will increase their English literacy and build their knowledge of world history.

See related Student Journal and Assessment book.

http://www.greatsource.com/store/ProductCatalogController?cmd=Browse&subcmd=LoadDetail&level1Code=16&level2Code=016&level3Code=awh00&frontOrBack=F&sortProductsBy=SEQ_TITLE&division=G01

We the People The Citizen & The Constitution

Center for Civic Education

We the People: The Citizen and the Constitution is a nationally acclaimed program focusing on the history and principles of the U.S. Constitution and Bill of Rights for upper elementary, middle, and high school students. Note: the materials were not designed for ELLs, but there are 3 levels of the series. Hence, lower reading levels could be purchased to support students who need them.

The ***We the People*** curriculum not only enhances students' understanding of the institutions of American constitutional democracy, it also helps them to identify the contemporary relevance of the Constitution and Bill of Rights. Critical thinking exercises, problem-solving activities, and cooperative learning techniques help develop participatory skills necessary for students to become active, responsible citizens.

The program's culminating activity is a simulated congressional hearing wherein students are given the opportunity to demonstrate their knowledge while they evaluate, take, and defend positions on relevant historical and contemporary issues. The hearings, whether competitive or noncompetitive, provide the classroom teacher with an excellent means of motivating and assessing student performance.

Free classroom sets are available on a limited basis in each congressional district in the nation.

Additional sets may be purchased from the Center for Civic Education at a nominal cost.

http://www.civiced.org/index.php?page=we_the_people_the_citizen_and_the_constitution#2007WTPMiddleSchoolBook

TCI, created by teachers for teachers, has developed social studies programs where the methods of instruction and assessment are very reflective of recommended practices for ELLs. To preview these K-12 Social Studies resources, go to <http://www.teachtci.com/programs/> **Spanish translations** and student editions for visually impaired students are available upon request. The IRC has received very positive feedback from teachers about the effectiveness of these resources in classes with ELLs. **Note: The high school resources are not as appropriate for ELLs, but the junior high resources are often used in sheltered high school social studies classes.**
<http://www.teachtci.com/programs/>

PROFESSIONAL DEVELOPMENT VIDEOS

For links to professional development videos, many of them free, go to:
<http://esl-methods.wikispaces.com/Video+Resources> (Don't request membership in the WIKI.)

IRC Contacts and Support

Note: Contact the Illinois Resource Center at 224 366-8555 if you have additional questions about ESL materials. Kim Scannell, the Center Librarian can also assist you. Her number is 224 366-8590.

ADDITIONAL RESOURCES

Jeanette Gordon's favorites online also provide support administrators and teachers serving ELLs to and can be accessed at <http://www.netvous.com/jgordon> You may need to type in the address to get to the jgordon site.

Note: Teachers in ESL courses have also been contributing links to this site and are recognized for any of their recommendations.

A WIKI site that supports the ESL Methods classes can also be accessed at the following link.
<http://esl-methods.wikispaces.com> **DON'T REQUEST MEMBERSHIP TO USE.**